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ABSTRACT

This document presents eight detailed lesson plans for use with students with disabilities. The lesson plans address oral language skills, reading comprehension, math problem solving, written expression, reading acquisition, study skills, math computation, and social skills. Each lesson plan identifies relevant standards from the Council for Exceptional Children Common Care Competencies, the Arizona Department of Education Professional Teaching Standards, and the Arizona Standards for Students. Each plan also identifies appropriate grade level and type of disability and explains a rationale for cross-categorical teaching actions, the self-determination component, and the short-term instructional objective/s. Teacher actions are outlined and necessary materials are listed. The lesson plan is also related to sheltered English strategies, bases in research, expected learner actions, and assessment of achievement of lesson objectives. The final section of each lesson describes actual use of the lesson plan and learner outcomes. (DB)

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Lesson Plan Portfolio: Teaching K-12 Students with Disabilities

Karen R. Koenig
Special Education Intern
Arizona State University West
College of Education
Professional Teacher Preparation Program
Phoenix, AZ

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What's on the Menu?

This lesson plan encompasses social interactions, real-world situations, technology, and a pinch of creativity.

Council for Exceptional Children Common Core Competencies:

Common Core 4: Instructional Content and Practice.

Skill 7: *Select, adapt, and use instructional strategies and materials according to characteristics of the learner.* I selected menus from various restaurants based on student characteristics.

Arizona Department of Education Professional Teaching Standards:

Standard 3, #3: *Links learning with students' prior knowledge, experiences, and backgrounds.* This is accomplished when the teacher has the class discuss prior restaurant experiences.

Standard 9, # 1: *Demonstrates knowledge of disabilities and their educational implications.* This is shown by the creating of small groups to emphasize appropriate social interactions.

Arizona Standards for Students: Oral Language

LS-R5 *Participate in group discussions.*

Grade Level: 4^{th} - 6^{th}

Type of Disability: Student with Emotional Handicap

Rationale for Cross-Categorical Teaching Actions: Students with an emotional handicap may exhibit a level of immaturity through inappropriate crying, temper tantrums, or poor coping skills. The focus of this lesson is to help students develop social skills in an emotional and behavioral supportive environment. In addition, the students will work in small groups in order to practice self-control skills.

Self-Determination Component: *Choice-Making Skills.* The student has to decide which words best describes a particular food item and how they want to design a new menu.

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Short-Term Instructional Objective: Given sample menus in class, the student will name five descriptor words of menu items with 80% accuracy as heard by the teacher during group discussion.
As an additional project, the student will create a "New School Menu" with a partner using computer software (under separate rubric).

Teacher Actions:

1. Begin with a discussion regarding students' restaurant experience and selection of food. "How do you decide what to order?" "What kind of restaurants do you like?" "What is your favorite kind of food?"
2. Distribute menus and have students state the descriptions given to various dishes.
3. In small groups, have the students create a new school menu that focuses on choosing the right adjectives for sensory appeal.
4. Have the students design a menu, based off the new school menu, using Power Point, Microsoft Word, or any other available software.

Closure: Have the students share their new school menus with the class. Provide feedback on the creation of "taste-tempting" menus. Provide feedback on cooperative group work.

Materials:

1. menus from restaurants
2. writing supplies
3. computers with Power Point or Microsoft Word

Sheltered English Strategy: Engages students in active participation activities and responses.

Research-based best practice: This lesson was created based on my mentor's curriculum and the 6 Trait Writing model.

Learner Actions: Students will be discussing prior restaurant experiences, naming descriptive words that fit with a particular menu item, and creating new menus.

Assessment of Achievement of Lesson Objectives: *Frequency Count* of response and *Construct* of menu.

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Lesson Outcome:
To introduce this lesson, I began by talking about the lesson from the previous day (cause and effect). I gave the students an effect (I will eat something) and asked them for the cause. They stated 'because you are hungry'. I asked if there were any other possible causes. Since they could not think of any, I wrote the word 'cookie' on the board. I asked if they would eat a cookie, after just eating a large meal. All stated 'no'. I then wrote the words 'warm, chewy, chocolate chip cookie' on the board. I then asked if they would eat this cookie. They all said yes. This led into a discussion about using adjectives to describe things in order to create a 'voice'. I could almost smell and taste the warm, chewy, chocolate chip cookie. The 'cookie' was not appealing to my senses.

Next, I told the students we would be going on a journey. This caught all of their attention. I handed out menus from a restaurant. The students skimmed through the menu to pick out nouns. Once the nouns were identified, they could identify the adjectives. After a few minutes of looking at this menu and discussing the 'voice', I began to write bland menu items on the board (hot dog, beans, roll, hamburger, vegetables, fruit, and burrito). Now the students were to list adjectives to describe the particular food item. From the list of adjectives, they would create phrases. This became 'Our New School Menu'. As a whole class, we finished two of the seven items in class. The other five items were to be completed as homework.

I had planned on having the students write these items in their journals so that they could refer back to them later on. However, since I wanted a sample of my students' work, I opted to have them write it on notebook paper.

Overall, I was pleased with this lesson. Although it had a narrow focus, I was able to combine several concepts into one. It also acted as a review of other concepts and was based on prior knowledge.

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Reading Without Words

This lesson plan focuses on expressive writing skills and provides an introduction to sequence of events.

Council for Exceptional Children Common Core Competencies:

Common Core 5: Planning and Managing the Teaching and Learning Environment.

Skill 1: *Create a safe, equitable, positive, and supportive environment in which diversities are valued.* Since students use prior knowledge as a basis for expressive writing, all responses will be valued.

Arizona Department of Education Professional Teaching Standards:

Standard 3, #3: *Links learning with students' prior knowledge, experiences, and backgrounds.* This is accomplished when the teacher has the students discuss the sequence of the pictures.

Arizona Standards for Students: Reading Comprehension

R-R5/PO3 *Derive meaning from illustrations/print using prior knowledge/experience.*

Grade Level: K - 3rd

Type of Disability: Student with Learning Disability

Rationale for Cross-Categorical Teaching Actions: Young students with a learning disability may have trouble organizing what they want to say or not be able to think of the word they need for writing or conversation. The focus of this lesson is to help students develop an understanding of sequence and provides a step-by-step approach to organize thoughts and ideas.

Self-Determination Component: *Choice-Making Skills.* The student will decide which order to place pictures and choose words that best describe each picture.

Short-Term Instructional Objective: Given a set of related pictures (comic strip segments) in class, the student will place them in sequential order and write

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phrases to describe each picture with 80% accuracy as measured by teacher observation and written expression.

Teacher Actions:

1. Discuss Organization; the internal structure of the writing.
2. Have the students put the comic strip pictures in order.
3. Have the students verbalize the order of the pictures.
4. Have the students create phrases based on the pictures (one phrase per picture).

Closure: Provide feedback on the competence of using organizational skills in order to sequence pictures. Provide feedback on the competences of creating phrases based on a picture alone. Reinforce the notion that as the students begin writing, these organizational skills learned will be very useful.

Materials:

1. copies of wordless comic strips cut into individual frames (one copy per student)
2. paper and writing utensils

Sheltered English Strategy: taps into and accesses students' prior knowledge.

Research-based best practice: This lesson was created based off of my mentor's curriculum and the 6 Trait Writing model.

Learner Actions: Students place pictures in order, explain the order, and write phrases related to each picture.

Assessment of Achievement of Lesson Objectives: *Duration* of time to activity and *Free Expression.*

Lesson Outcome:

This was a very successful lesson. Not only did the students complete one activity in class, they also completed one activity as homework. One thing I would change is to provide the students an example of what I wanted the completed activity to look like. I had an idea in my head, but may have confused the students. An example would also eliminate the need to repeatedly explain the same idea.

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RIDGES
Using a Mnemonic Strategy for Solving Word Problems[1]

This lesson plan provides students with a specific strategy to solve word problems. This strategy can be used with a variety of students, including those who are learning English.

Council for Exceptional Children Common Core Competencies:

Common Core 3: Assessment, Diagnosis, and Evaluation.

Skill 11: *Evaluate instruction and monitor progress of individuals with exceptional learning needs.* I will use a pretest/posttest to monitor student understanding of the strategy.

Common Core 4: Instructional Content and Practice.

Skill 7: *Select, adapt, and use instructional strategies and materials according to characteristics of the learner.* I selected a step-by-step process which helps students simplify the word problem.

Arizona Department of Education Professional Teaching Standards:

Standard 3, #14: *Provides opportunities for students to use and practice what is learned.* This is accomplished during the posttest and future assignments.

Arizona Standards for Students: Math Problem Solving

1M-E3/PO2 *Calculate multiplication and division problems using contextual situations.*

Grade Level: 7th - 8th

Type of Disability: Student with OH/TBI

Rationale for Cross-Categorical Teaching Actions: The Mnemonic device provides a step-by-step process for solving word problems. This is a good strategy for students with OH/TBI who are having a difficult time with short-term memory. During the operate stage of the lesson, students will be provided with an example to reinforce the new task.

[1] Lovitt, T. (1995). Tactics for Teaching, 2nd edition. Englewood Cliffs, NJ: Merrill.

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Self-Determination Component: *Problem-Solving Skills.* The student will select pertinent information for the word problem, illustrate the concept, and solve the problem.

Short-Term Instructional Objective: During one class period, the student will solve a word problem using the mnemonic device with 80% accuracy as measured by a teacher created posttest.

Teacher Actions:

TEST:

1. Begin the lesson by explaining to the class that they are going to solve word problems.
2. Have the students complete the pretest, allowing only five minutes to complete, using only prior knowledge of solving word problems. Alternate pretest one and pretest two.
3. Ask the students how many people thought the word problem was difficult.

OPERATE:

4. Ask the students if they would like to be shown a method that will make it easier for them to solve word problems.
5. Write the letters RIDGES on the white board.
6. Introduce the steps:
    a. R = Read the problem for understanding
    b. I = I know statement - list the important information
    c. D = Draw a picture
    d. G = Goal statement - I want to know...
    e. E = Equation development
    f. S = Solve the equation
7. Solve a sample problem with the entire class following the RIDGES steps (see RIDGES Walkthrough Exercise).

TEST:

8. Have the students complete the posttest, allowing only five minutes, using the RIDGES method. Students who did pretest one must do posttest one; students who did pretest two must do posttest two.

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EXIT:

9. Ask the students if using the RIDGES method made it easier for them to solve word problems.
10. Celebrate! Thank the students for their hard work. Congratulate them for a job well done.
11. Optional: To help students remember the mnemonic device, share a big bag of Ruffles Potato Chips with them; "Ruffles have Ridges!"

Materials:

1. pencil for each student
2. teacher created pretest and posttest
3. dry erase markers/chalk
4. white board/chalk board

Sheltered English Strategy: mnemonic device

Research-based best practice: This lesson was created based off of the regular education curriculum at my field placement and Lovitt's Tactics for Teaching.

Learner Actions: Students solve a word problem using prior knowledge. Students will take notes regarding the steps of the strategy. Students will solve a word problem using the mnemonic device.

Assessment of Achievement of Lesson Objectives: pretest and posttest comparison.

Lesson Outcome:
The lesson as a whole was very successful. Although the pretest and posttest were very difficult, it provided substantial feedback on the effectiveness of the lesson.

As a follow-up to this lesson, I feel that the students should be taught other strategies to solving word problems. One could create an entire unit on word problems that would expand across several weeks.

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Solve the problem. Show all of your work.

Fencing is sold in 8 foot sections at $15.00 per section. Fence posts cost $4.00 each. How much will it cost to build a fence around a square field which is 240 feet on each side?

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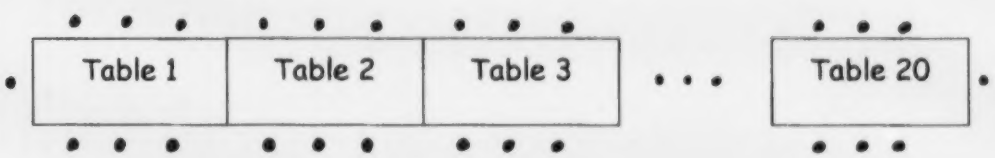
Pretest

RIDGES Walkthrough Exercise

RIDGES
"R"ead the problem for understanding
"I" know statement – list all the information given in this problem
"D"raw a picture
"G"oal statement declared in writing – "I want to know..."
"E"quation development
S"olve the equation

Problem:
A club has 20 rectangle tables that seat 3 people along each side and one person on each end. These tables were placed end-to-end to form a long rectangular table. How many people can be seated in this arrangement?

Step 1 – read
Step 2 – I know
20 tables, e on one side, 3 on other side, 1 at each end
Step 3 – draw



Step 4 – goal statement
I want to know how many people can be seated at this table.
Step 5 – equation
$(20 \times 3) + (20 \times 3) + 1 + 1$
Step 6 – solve
$(20 \times 3) + (20 \times 3) + 2$
$60 + 60 + 2 = 122$ people

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Use the RIDGES strategy to solve this problem. You must show all of your work.

A "superbounce" ball rebounds half the height it drops. The ball is dropped from a height of 176 feet. How far off the ground is the ball when it has traveled a total of 500 feet?

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Picture Clues

This lesson plan encompasses a variety of writing mechanics while building on creative writing activities.

Council for Exceptional Children Common Core Competencies:

Common Core 2: Characteristics of Learners.

Knowledge 3: *Educational implications of characteristics of various exceptionalities.* I will allow students adequate time to complete writing and will allow extra attempts for completion of writing mechanics.

Arizona Department of Education Professional Teaching Standards:

Standard 1, #8: *Includes learning experiences that are developmentally appropriate for learners.* This is accomplished by the selection of appropriate literature.

Arizona Standards for Students: Written Expression

W-E1/PO1	*Spell correctly.*
W-E1/PO2	*Punctuate correctly.*
W-E1/PO3	*Apply rules of capitalization.*
W-E1/PO4	*Apply standard grammar usage.*

Grade Level: 9th - 12th

Type of Disability: Student with Mental Retardation

Rationale for Cross-Categorical Teaching Actions: Students with mental retardation may have trouble thinking logically. This lesson was designed to assist with adaptive skills such as writing and communicating with others. Since the world is filled with various visual cues, this lesson will reinforce the idea that words and concepts can be construed based on pictures alone.

Self-Determination Component: *Choice-Making Skills.* The student will choose which words accurately describe the pictures.

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Short-Term Instructional Objective: After seeing illustrations from a piece of literature in class, the student will describe, in writing, the characters/setting using correct mechanics with 80% accuracy as measured by student created descriptive sentences.

Teacher Actions:

1. Discuss Word Choice; the use of precise, colorful, and rich words to communicate.
2. Show illustrations in a book with the text covered.
3. Have students brainstorm at least three describing words for the characters/setting.
4. Have the students write sentences for each page describing the pictures using adjectives.
5. Remove the post-it notes and read book orally to students. Compare adjectives and sentences in the book to students' writing. Did any adjectives match? Discuss and share.

Closure: Provide feedback on the competence of choosing words to describe an illustration. Reinforce the notion that word choice must be selective in order to communicate clearly with others.

Materials:

1. Picture story book (teacher selected)
2. Post-it notes
3. Paper and pencils

Research-based best practice: This lesson was created based off of my mentor's curriculum and the 6 Trait Writing model.

Learner Actions: Students will write descriptive words and create sentences using good mechanics.

Assessment of Achievement of Lesson Objectives: *Frequency Count* and *Percent.*

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Lesson Outcome:
To introduce this lesson, I began by discussing my visual impairment with the class. I explained that when they see me across campus, that I am unable to see them until I get much closer. This led into a discussion of word choice. The students were to be my eyes. What I required of them was to look at a picture, pick out the details, and explain them to me in a manner in which I could 'see' it in my mind. I purposely turned the book so that I could not see the picture. This way, if the students asked me questions, I only stated that I did not know because I could not see it (or that my vision would not allow me to see it). As a class we discussed what information to pull from literature - who, what, where, why, when, and how.

The lesson, overall, was very successful. The students were able to meet the lesson criteria. It also became a discussion about using strengths to overcome limitations. The students can see, but have limited reading comprehension and decoding skills. I can read and comprehend, but have limited vision. I also explained that they could use these tricks when reading textbooks in other classes.

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The Sounds of "EA"[2]

This lesson plan is a phonics based lesson. It uses song, poetry, and graphics to teach the concepts. It also includes technology.

Council for Exceptional Children Common Core Competencies:

Common Core 2: Characteristics of Learners.

Knowledge 3: *Educational implications of characteristics of various exceptionalities.* I will allow students adequate time to comprehend new material and provide additional practice.

Arizona Department of Education Professional Teaching Standards:

Standard 3, #14: *Provides opportunities for students to use and practice what is learned.* This is accomplished through practice and future reading exercises.

Arizona Standards for Students: Reading Acquisition

R-F1/PO1 *Decode words in context using beginning, middle and final letter/sound relationships.*

Grade Level: 4th - 6th

Type of Disability: Student with Learning Disability

Rationale for Cross-Categorical Teaching Actions: Students with learning disabilities may have trouble learning the alphabet, rhyming words, or connecting letters to their sounds. This lesson demonstrates the five different sounds that "ea" make in words. It uses song and graphics to help students understand the differences.

Self-Determination Component: *Choice-Making Skills and Problem-Solving Skills.* The student will choose which words belong to which sounds and determine the proper sounds.

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[2] Bryant, G. A teacher at Saint Patrick American School, Puntarenas, Costa Rica, Central America. An AskERIC Lesson Plan.
http://www.askeric.org/Virtual/Lessons/Language_Arts/Phonics/PHN0202.html

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Short-Term Instructional Objective: At the end of the lesson, students will be able to match pairs of words containing the same "ea" vowel sound as measured by worksheet completion with 80% accuracy.

Teacher Actions:

1. Begin by asking students, "Can you think of words that contain "ea"?". Record student responses on the board.
2. "Does the "ea" in all of these words have the same sound?" "How many sounds do you think "ea" makes in English?"
3. "Today, you will found out how may different sounds "ea" can make".
4. Introduce the PowerPoint presentation and the "ea" characters. (A large screen or projector works best so that students can remain in their seats. Otherwise, the students will need to gather around the computer.)
5. At times throughout the presentation, the students will view a selection of words and will be asked, "Which word doesn't belong?". This works as a pretest or practice session for the students.
6. The conclusion of the presentation contains a 25 word evaluation. Students can practice matching words that contain the same "ea" sound. The evaluations can be printed so that students can practice them individually.
7. As an extension of this lesson, you could create a word wall with "ea" words, and students can add words to the wall as they find them.

Materials:

1. A computer with Microsoft PowerPoint
2. A large monitor or screen and projector connected to the computer
3. The Sounds of "EA" PowerPoint Presentation

Sheltered English Strategy: Uses contextual references and implements listening activities to assist students in developing the sounds of English.

Research-based best practice: This lesson was created based off of my mentor's curriculum and AskERIC Lesson Plans.

Learner Actions: Students will understand that the "ea" pattern has several sounds in English. Students will develop confidence in differentiating the varied "ea" sounds.

Assessment of Achievement of Lesson Objectives: *Frequency Count* and *Percent.*

SQ4R[3]

This lesson plan is an adaptive study skills activity that can save hours of studying and insures that what students are reading has value. It allows students to locate information quickly and capitalizes on their strengths of context reading, using the regular education textbooks.

Council for Exceptional Children Common Core Competencies:

Common Core 4: Instructional Content and Practice.

Skill 7: *Select, adapt, and use instructional strategies and materials according to characteristics of the learner.* I selected a step-by-step process which helps students simplify the general education textbook and curriculum.

Arizona Department of Education Professional Teaching Standards:

Standard 9, # 1: *Demonstrates knowledge of disabilities and their educational implications.* This is shown by the creating of a step-by-step system that reduces the level of anxiety when faced with a difficult text.

Arizona Standards for Students: Study Skills

R-F3/PO2 *Restate information from a reading selection.*

R-F4/PO1 *Identify the main idea and relevant facts in a reading selection.*

Grade Level: 9th - 12th

Type of Disability: Student with Emotional Handicap

Rationale for Cross-Categorical Teaching Actions: Students with emotional handicap may exhibit excessive anxiety. This lesson was designed to reduce the level of anxiety when students are required to read textbooks that may be above their academic level.

Self-Determination Component: *Self-Instruction Skills.* The student will provide their own cues when reading texts.

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[3] Project ACCESS: Adapting Current Curriculum with Essential Study Skills. Central Kitsap School District No. 401, Silverdale, WA. 1982. Published in Kraus Curriculum Development Library. 1985.

Short-Term Instructional Objective: Given a textbook containing appropriate examples, students will identify the following items with 80% accuracy as measured by teacher observation and student completed worksheets: Book Title, Table of Contents, Index, Glossary, Chapter Introduction, Chapter Summary, Picture Caption, Major Heading, Illustrations, Graphs and Charts, Numbered Lists, Map, Bold Type, and Italics.

Teacher Actions:

1. Introduce SQ4R. Survey, Question, Read, Review, Recite, and Rite. Establish the credibility of this technique stating that it is helpful even at the college level and that it is a quick way to find the answers to assignments. (For this lesson, we will only introduce survey, question, and summarize.)
2. Teach Survey. Introduce this skill by comparing survey to the use of a road map when planning a trip. A road map reveals a tremendous amount of information about where you will be traveling even before you begin the trip. Survey is the roadmap for a textbook and the following items are the exit signs that guide you to the right location:
    a. Book title
    b. Table of Contents
    c. Index and Glossary
    d. Chapter Introduction
    e. Chapter Summary
    f. Picture Caption
    g. Major Heading
    h. Illustrations
    i. Graphs and Charts
    j. Numbered Lists
    k. Map
    l. Bold Type and Italics
3. As you guide the class through surveying of a text, it should be stressed how quickly information is located. Definitions should also be provided for each item.
4. Teach Questioning. Explain that questions and their answers are worded similarly and that the student should visualize the wording of the question as they search for the answer. The index should direct them to the page and bold type and italicized words will direct them to answers.

You can reinforce the concept by comparing this step to eating at a Chinese restaurant. A student may be unable to read 'Moo Goo Gai Pan', therefore they scan through the menu to find 'hamburger'. Although the student could not read the all of the words in the menu, they were able to find the word they had visualized (hamburger).

5. Teach Summarize. Students should learn that the more order, whether chronological or by main ideas, the more they will recall later.
6. Model SQ4R when helping students during study sessions, verbalizing each step as it is done. Eventually, the students will be able to complete the steps on their own providing their own self-instruction. The other steps of SQ4R can be taught after the students have mastered these critical steps.

Sheltered English Strategies: Uses added resources and strategies to help students access core curriculum.

Research-based best practice: This lesson was created to accommodate students with disabilities in the regular education classroom, using the regular education textbook.

Learner Actions: Students will participate in class discussions. Students will follow along in the textbook as the teacher guides them through the key areas. Students should be taking notes on the steps.

Assessment of Achievement of Lesson Objectives: *Duration* and *Percent.*

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World Monetary System

This lesson plan builds on math computation skills while introducing the relationship between US currency and foreign currency.

Council for Exceptional Children Common Core Competencies:

Common Core 4: Instructional Content and Practice.

Skill 7: *Select, adapt, and use instructional strategies and materials according to characteristics of the learner.* I selected a variety of activities which will aid in the reinforcement of the concept.

Arizona Department of Education Professional Teaching Standards:

Standard 1, #8: *Includes learning experiences that are developmentally appropriate for learners.* This is accomplished by the selection of a variety of materials that reinforce the concept.

Arizona Standards for Students: Math Computation

1M-E3/PO1 *Calculate multiplication/division.*

Grade Level: 9^{th} - 12^{th}

Type of Disability: Student with OH/TBI

Rationale for Cross-Categorical Teaching Actions: Students with OH/TBI may have trouble with short term memory. This lesson was designed with short, simple steps. It uses an exchange rate table to calculate conversions. It also provides repetition in activities to reinforce the concept.

Self-Determination Component: *Problem-Solving Skills.* The student will determine which conversion rate needed in order to exchange currency.

Short-Term Instructional Objective: After a class discussion of currency exchange rates, the student will convert US dollars to 10 different currencies and convert the cost of an item from one currency to another currency as measured by completion of teacher created worksheet with 80% accuracy.

Teacher Actions:

1. Have a class discussion on foreign currency (names and country of origin). Pictures of different currency can be shown.
2. Discuss the World Currency Exchange Rates and methods used to convert money from one country to another.
3. Students are to create a spreadsheet or table showing conversion of a set US dollar amount to the amount of 10 different countries.
4. Have the students complete the Conversion Worksheet.
5. Tell the students they have been placed in charge of creating a new currency system. Each student will be in charge of design, name, and exchange rate. Students will present their money to the class.

Materials:

1. World Currency Exchange Rate table
2. Pictures or samples of money from other countries (optional)
3. Conversion Worksheet
4. 10 Countries Worksheet
5. New Currency worksheet
6. crayons, markers, art supplies

Research-based best practice: This lesson was created based off of my First Semester mentor's curriculum.

Learner Actions: Students will calculate currency amounts. Students will create a unique currency.

Assessment of Achievement of Lesson Objectives: *Duration* and *Percent*.

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World Currency Exchange Rate

	Currency	Exchange Rate (USD/Unit)	Converted Amount (Units/USD)
Australia	Australian Dollars	0.5241	1.908
Brazil	Brazilian Real	0.4259	2.348
Canada	Canadian Dollars	0.6307	1.5855
China	Chinese Renminbi	0.1208	8.2781
Denmark	Danish Korner	0.1178	8.489
Germany	German Deutsche Marks	0.8751	1.1427
Great Britian	United Kingdom Pounds	1.4229	0.7028
Hong Kong	Hong Kong Dollars	0.1282	7.8003
India	Indian Rupees	0.0206	48.6618
Japan	Japanese Yen	0.0078	128.188
Mexico	Mexian Pesos	0.1103	9.0662
Norway	Norway Kroner	0.1136	8.8028
Russia	Russian Rubles	0.0322	31.0222
Singapore	Singapore Dollars	0.5491	1.8212
Switzerland	Swiss Francs	0.5949	1.681

To convert US Dollars to foreign amount, divide US Dollars by Exchange Rate
To convert foreign amount to US Dollars, divide foreign amount by Converted Amount

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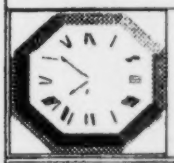
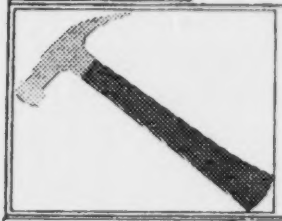
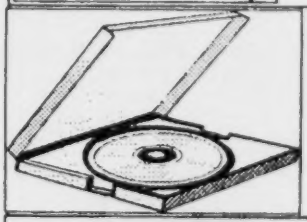
adopted from www.rubicon.com

Conversion Worksheet

Koenig, K. (2002). Lesson Plan Portfolio: Teaching K-12 Students with Disabilities.

Item	Price	US Dollars
	_____ United Kingdom Pounds	29.95 United States Dollars
	264,084.50 Norway Kroners	_____ United States Dollars
	_____ Indian Rupees	47.95 United States Dollars
	271.53 Mexican Pesos	_____ United States Dollars
	_____ Russian Rubles	53.95 United States Dollars
	1455.13 Japanese Yen	_____ United States Dollars
	_____ Brazilian Real	19.99 United States Dollars
	_____ German Deutsche Marks	3.95 United States Dollars

You want to visit 10 different countries this summer (one country per day). How much money will you need in each country if you are only allowed to spend $50.00 per day? Using the Currency Exchange Rate Table, convert US dollars to Foreign dollars.

	Country	Currency Name	Exchange Rate Used	Equivalency
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

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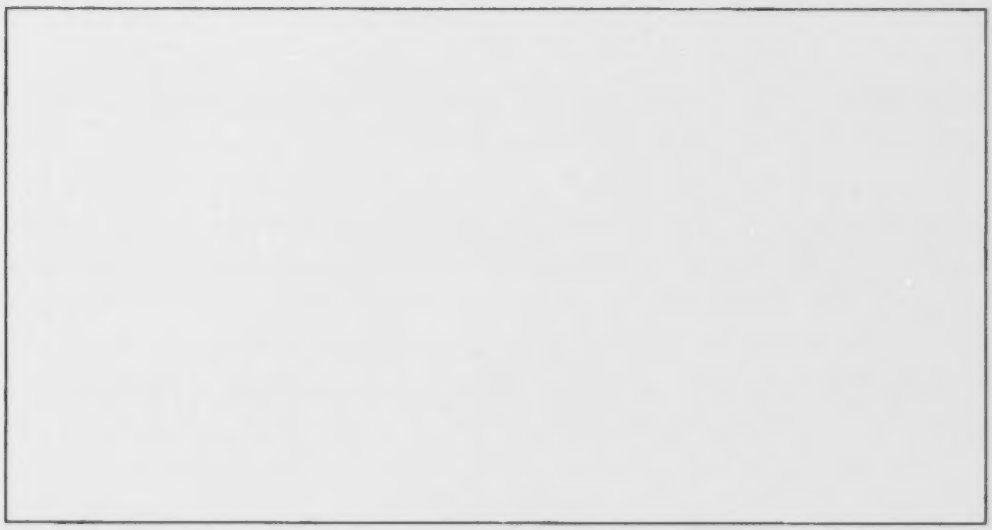
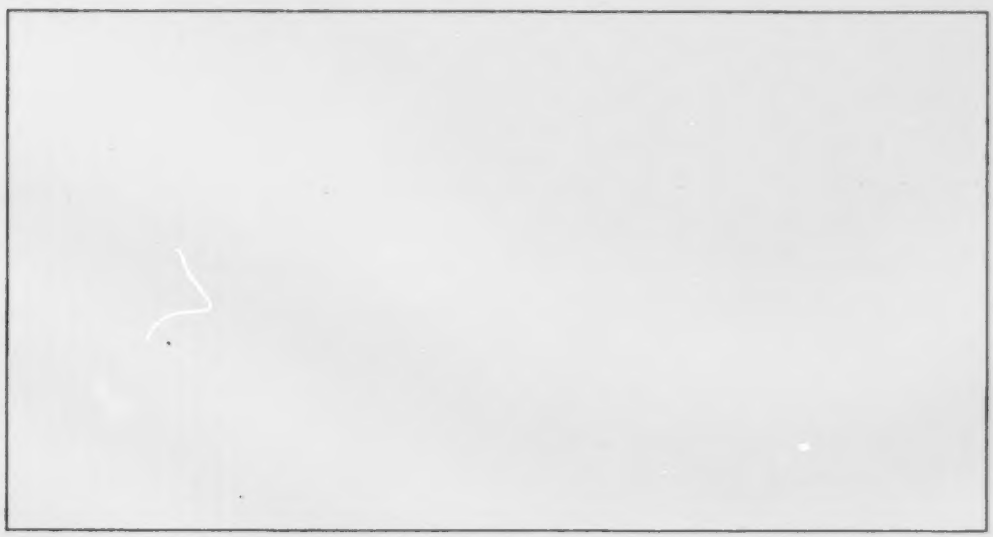
Student Name_____ Exchange Rate_____

Currency Name_____



Front



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Make New Friends

This lesson plan builds on social skills that students can use in a variety of settings.

Council for Exceptional Children Common Core Competencies:

Common Core 2: Characteristics of Learners.

Knowledge 3: *Educational implications of characteristics of various exceptionalities.* This lesson reinforces positive social interactions which can be used in a variety of settings.

Arizona Department of Education Professional Teaching Standards:

Standard 1, #8: *Includes learning experiences that are developmentally appropriate for learners.* This is accomplished through discussions and role-playing activities.

Arizona Standards for Students: Social/Emotional Skills

LS-FS7/PO2 *Participate in group discussions, activities, or peer/adult interactions. Converse for two-to-three turns (e.g., using rules of conversing related to initiating conversation, wait time, turn talking, and maintaining topic of conversation).*

Grade Level: 7^{th} - 8^{th}

Type of Disability: Student with Mental Retardation

Rationale for Cross-Categorical Teaching Actions: Students with mental retardation may have trouble understanding social rules. This lesson was designed to teach various aspects of communication in social situations and to provide practice in using the social skills.

Self-Determination Component: *Choice-Making Skills.* The student will choose topics to discuss and people with whom they would like to communicate with.

Short-Term Instructional Objective: After class discussion and role-playing activities, students will be able to approach a person, introduce themselves, and maintain a three-minute conversation with 80% accuracy as measured by teacher observation

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Teacher Actions:

1. Hold a class discussion regarding friendships (what makes a good friend, how to make friends, keeping friends, etc).
2. Have the class brainstorm ideas about how people introduce themselves and how friends treat each other.
3. Have a class discussion about conversation topics and staying on topic.
4. Put students into groups of two; have students role-play positive ways to approach a person, introduce themselves, and hold a conversation. Note cards can be used to guide in topic ideas.
5. Discuss what went well and want could be changed.
6. Have the students switch partners and try again.
7. Discuss different situations in which these skills would be used.
8. The students can draw pictures of themselves interacting with their new friends.

Materials:

1. Note cards with topics for discussions
2. Markers, crayons, art supplies
3. Paper

Research-based best practice: This lesson was created based to emphasize social interactions.

Learner Actions: Students will practice social interactions in class. Students will participate in class discussions.

Assessment of Achievement of Lesson Objectives: *Duration* and *Checklist.*

Related Books: 1,003 Great Things About Friends by Lisa Birnbach
Friends, Frenchfries and Fireworks by One-Derland
Frog and Toad are Friends by ECS Learning Systems
Swimmy by Leo Lionni
The Care and Keeping of Friends by Sally Seamans

Related Games: Peace, Love, and Creativity: Friendship Symbol Beads

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